DOCUMENT RESUME

ED 098 612 CS 201 708

TITLE	The Newspaper in the Classroom: Suggestions for Using Your Newspaper in Classrooms of Junior and Senior High Schools.
INSTITUTION	Copley Newspapers, San Diego, Calif. Dept. of Education.
PUB DATE	[73]
NOTE	53p.
AVAILABLE FROM	Copley Newspapers, Dept. of Education, 7745 Herschel Avenue, P. O. Box 1530, La Jolla, California 92037 (write for price)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	American Government (Course); Business English; *Critical Reading; Economics; English; *Instructional Aids; Junior High Schools; *Newspapers; Secondary Education; Social Studies; *Teaching Techniques; United States History; World Affairs

ABSTRACT

Consisting of the combined findings of recent Newspaper in the Classroom Workshops and methods already successfully used in the schools in areas where Copley newspapers are published, this booklet provides techniques for using the newspaper in the following subject areas: social studies, United States history, United States government, world history, American government in world affairs, economics, English, and business English. A section entitled "Developing Critical, Intelligent Readers" is also provided. Intended for use in junior and senior high schools, the sections were prepared to make them suitable for use at more than one grade level. (HOD)

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THE NEWSPAPER IN THE CLASSROOM

Suggestions for Using Your Newspaper

in Classrooms of

Junior and Senior High Schools

This booklet includes techniques developed by teachers attending the Newspaper in the Classroom workshops at the University of California at Los Angeles

Published by

Copley Newspapers
DEPARTMENT OF EDUCATION

CS 201 725

"IF ANYTHING STANDS HIGHER THAN THE PRESS IN ITS IMPORTANCE AS A DEFENDER OF OUR FREEDOM AND OUR FREE INSTITUTIONS, IT IS OUR SCHOOL SYSTEM; INDEED, I AM NOT SURE THAT SUCH A DISTINCTION SHOULD BE MADE BETWEEN THESE TWO INDISPENSABLE FACTORS IN A SELF-GOVERNING SOCIETY."

--- Dwight D. Eisenhower

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INTRODUCTION

Under the Constitution of the United States, the newspaper is assured freedom to present the news when and as it happens. In fulfilling the responsibilities and obligations implicit in this freedom, the newspaper provides a comprehensive service to persons of all ages, all educational backgrounds and all economic levels.

The newspaper is unique in our society. No other medium of information even tries to record as many of the innumerable events that are of concern to man; the very nature of other mediums limits both their subject matter and audience.

No other medium of mass communication influences or reflects public opinion and public concern as much as the newspaper. Directly or indirectly, most of what Americans know about world, national, state and local affairs comes from facts and ideas communicated to them by newspapers.

Although a newspaper provides a service, it is also a financial enterprise which must make money to stay in business. It is essential that newspapers remain financially independent enterprises, free of all government controls save only those which would prevent violations of the rights and privileges of citizens. It is only through this independence that newspapers can fulfill their roll as the citizens' watchdog in society.

In this 20th century, with news being made much faster than textbooks can print it, the role of the newspaper as a medium of information has assumed greater proportions than ever before. If the textbook is deficient--if it is not up to date--where else may one go but to the newspaper to bridge this gap?

It is little wonder, then, that educators today have termed the newspaper a "living textbook" and regularly use it as a part of their curriculum. They have found that it is an instructional aid which can be used to supplement the teaching in any subject. It has been proved that it serves as an excellent motivating factor to learning by pointing out the application of topics that might otherwise seem trivial. It provides some material which will attract most any student, regardless of his intelligence level, prior interest or past experience. And, perhaps most important of all, its use encourages critical and analytical thinking.

Hopefully, the habit of reading a newspaper -- learned in the classroom -- will remain long after formal education has ended. And if it does, the nation will be assured citizens who are more knowledgeable and more responsible.

This publication of the Department of Education, Copley Newspapers, distills the combined findings of recent Newspaper in the Classroom workshops at the University of California at Los Angeles and adds to them methods already successfully used in the schools in areas in which Copley newspapers are published.

The work is intended for use in junior and senior high schools and is divided into the following subject areas:

Social Studies

United States History

United States Government

World History

American Government in World Affairs

Economics

English

Business English

To this has been added a section entitled:

"Developing Critical, Intelligent Readers"

Teachers are urged to examine a number of these sections. For instance, Social Studies teachers might well refer to the sections on history and economics.

The sections have been prepared in such a manner as to make them suitable for use at more than one grade level. In the United States History section, for example, the section is suitable for use when the subject is taught in both the eighth and eleventh grades.

Information about this booklet may be obtained from the following offices of the Department of Education, Copley Newspapers:

In the San Diego area, 940 Third Avenue, San Diego, California 92112

In the Los Angeles area, 2411 West Eighth Street, Los Angeles, California 90057

In Illinois, 313 South Sixth Street, Springfield, Illinois 62701

ACKNOWLEDGMENTS

The Department of Education, Copley Newspapers, acknowledges the many valuable ideas and techniques provided by teachers who have attended Newspaper in the Classroom workshops at the University of California at Los Angeles. The teachers and their sponsors are:

Sister Mary Adelma, C. PP. S., San Luis Rey, Calif.

Ivy D. Beaubouef, San Diego, Calif.

Beverly R. Fisher, El Centro, Calif.

Sister Mary Linus, C. PP. S., San Luis Rey, Calif.

Eunice Seltenrich, San Diego, Calif.

Kenneth R. Earp, El Centro, Calif.

Harriette S. Marshall, San Diego, Calif.

Dawn S. Shulman, San Diego, Calif.

The San Diego Union*

Evening Tribune*

David Elsworth Alford, Palo Alto, Calif.

The Palo Alto Times

Catharine L. Byrne, Los Angeles, Calif.

The Alhambra Post-Advocate*

Helen V. Fowler, Manhattan Beach, Calif.

The San Pedro News-Pilot*

Stanley H. Godecke, Bakersfield, Calif.

The Bakersfield Californian

James McKee, Portland, Ore.

The Portland Oregonian

Mary O'Connell, Carson City, Nev.

Reno Newspapers, Inc.

J. Mervin Owens, Las Vegas, Nev.

The Las Vegas Review-Journal

Helen Rainey, Baldwin Park, Calif.

The Monrovia News-Post*

Edith L. Stout, Clifton, Colo.

The Grand Junction Daily Sentinel

Sandra S. Streusand, Houston, Tex.

The Houston Press

Joseph C. Tremblay, Spokane, Wash.

The Spokane Daily Chronicle

Florence Betty Trempe, Burbank, Calif.

The Burbank Daily Review*

Jane H. Watson, Phoenix, Ariz.

The Phoenix Republic and Gazette

Maxine M. Wyers, Topanga, Calif.

The Culver City Star-News*

* A Copley Newspaper

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An awareness of current events is essential to an understanding of contemporary problems. To omit current events discussions in social studies classes would be to leave out a basic part of the course.

It is through the study of current events that we gain understanding of the problems facing the world and learn what our part might be in improving relations among nations. A study of current events also helps us develop an appreciation of our country compared with other nations of the world. Much related social science information also is learned through current events sessions.

While there is no one standard method of teaching current events, it is taken for granted that any current events program will be built upon use of the daily newspaper. Generally, using the newspaper in a variety of techniques proves most desirable. Some techniques used successfully include:

1. A general survey of outstanding news events of the week.
2. Study of one particular news event.
3. A discussion method wherein a problem currently in the news interest is selected. This will provide an opportunity to express varied opinions. This type of approach is well-suited to panel or roundtable methods of discussion.

4. Study of a selected topic over an extended period of time. This requires the selection of some outstanding news topic which will appear in the news at frequent intervals.

Without adequate planning and organization of materials, the current events period may develop into a time-consuming, but not worthwhile, activity.

Here are several general suggestions on how to avoid monotonous and useless studies of current events:

1. Keep the current events reading materials at the reading level of your students.
2. Be enthusiastic yourself about current news items.
3. Encourage all students to participate.
4. Challenge all unsupported statements.
5. Utilize the opportunity for vocabulary development through introduction of new words used in reports of current events.
6. Relate current events to history and to geography.
7. Develop certain standards of procedure for presentation of current events by students, such as:
    A. Briefness.
    B. Conciseness.
    C. Accuracy.
    D. Timeliness.
8. Use maps and globes whenever possible.
9. Make your current events program flexible enough so that important news happenings outside the immediate area under study might be brought to class for discussion.

Here are some specific techniques on how to use your daily newspaper in an effective way to enrich your social studies unit:

1. Encourage family reading of the newspaper. Encourage students to discuss news items with their parents.
2. Collect clippings of news items, and classify them by topics, such as:
    A. Community educational problems.
    B. Articles relating to history.
    C. Articles relating to science.
    D. Articles relating to geography.
    E. Maps.
    F. Weather reports.
3. Arrange for your class to attend a meeting of the City Council or County Supervisors. After your visits, study the newspaper reports of the meetings. Let class members try writing their own reports.
4. Make a bulletin board display of items clipped from the newspaper about some controversial subject. Make sure stories reporting both sides of the controversy are represented. Such events as political campaigns and campaigns for civic improvements provide excellent material.
5. Form a continuous collection of pictures of people in the news. As the school year progresses, it may be possible to display a gallery of pictures of individuals who are men-

tioned frequently in news stories in certain broad areas such as:

A. Sports.

B. Politics.

C. Business.

D. Entertainment.

E. Religion.

6. Keep a historical calendar on which the most important events of the month are noted. At the end of the school year, select the most important events of the year. Comparisons can be made with selections of the most important stories of the year as chosen by newspaper editors.

7. Encourage students to clip and bring to school graphs and charts which show such things as:

A. Changes in population.

B. Employment trends.

C. Production records.

D. Stock market trends.

E. Price trends.

F. Governmental budgets.

It is important that students in a social studies class understand that newspaper advertising:

1. Produces revenue for the newspaper.

2. Brings the buyer and seller together.

3. Makes possible the sale of the newspaper at a price less than the cost of the paper upon which it is printed.

Newspaper advertising can be used in a social studies class to show how advertisers use basic appeals, such as:

1. Low price.
2. New fashions.
3. Labor saving.
4. Money-saving potential.

Students should bring in samples of advertising showing those appeals. Through the study of classified advertising (want ads), students will be able to analyze labor conditions or economic conditions on the basis of the number and types of:

1. Help wanted.
2. Situations wanted.
3. Houses for sale.
4. Houses for rent.
5. Apartments for sale.
6. Apartments for rent.
7. Farms for sale.
8. Farms for rent.
9. Automobiles for sale.
10. Miscellaneous items offered for sale or for purchase.

Students who are taught to read all of their newspaper will soon discover that newspapers are not filled with stories about crime, accidents and other traumatic events. Encourage them to watch for and clip stories relating to:

1. Services to the community.
2. Services to humanity.
3. Outstanding achievements.

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Our republic is dependent upon an informed electorate. A free press is essential to the democratic way of life, but a free press is of no value unless our citizens read it.

The long range goal of teaching United States History in secondary schools is to help students become well-informed citizens. Hopefully, these citizens will understand questions of public policy and will contribute to their solution through the formulation of a sound public opinion.

Perhaps the immediate objective is to instill within the student an abiding interest in the current affairs of his nation by showing him that they are American history in the making.

The student learns of the current affairs of his nation in his daily newspaper. The newspaper is his textbook of contemporary history.

Because current affairs is only a part of the work of the United States History class, the teacher should select or guide the students in the selection of the current topics for class discussion.

Topics chosen for discussion should pass three tests:

1. Availability of information.
2. Interests of students.
3. Significance to the American public, the world, the community.

Suggestions for including a study of current affairs in the United States History class are:

1. Incidental treatment of news as events occur.
2. Weekly current affairs period.
3. Current affairs clubs.
4. Extended study of current affairs for several days at various intervals.
5. Incorporation of current affairs into regular course work.

The following suggestions for special forms and reports might prove helpful, particularly to teachers who have had little experience in presenting current affairs:

1. Hold model meetings, such as congressional hearings on a bill, with certain students acting as members of the committee or as representatives of special interest groups.
2. Conduct an end-of-the-year survey of the nation's affairs, with predictions of developments on important problems.
3. Conduct class discussions of significant speeches.

The study of current affairs in relation to United States History may lead to the question of the proper handling of controversial issues. Here are suggested methods for the teacher in handling controversial issues:

1. Center attention on facts, making the controversy a a secondary part of the discussion unless the controversy itself is obviously of prime importance.

2. Present all facts and opinions.

3. Promote discussion rather than argument.

4. The teacher should keep her own expression of opinion to a minimum.

5. Avoid starting the discussion of a controversial subject unless it can be completed in that period. It is difficult to hold arguments in abeyance for the next day.

Here is a table of correlations to help the teacher relate historical events to present day happenings:

1. Immigration to the new world.	Displaced persons and refugees.
2. Colonial antipathy to George III.	Attitude toward teacher.
3. Articles of Confederation.	United Nations.
4. Northwest Ordinance.	Colonial policies in Africa.
5. U.S. Constitution.	Student Council charter or club charter.
6. Monroe Doctrine.	Organization of American States.
7. Missouri Compromise.	Alaska, Hawaii statehood.
8. Frontier gold discovery.	Uranium and oil claims.
9. Pure food and drug laws.	Student diet and health.
10. Wagner Labor Act.	Local union organization.

The individual teacher may vary the correlations. Once the idea is grasped, it presents unlimited possibilities for integrating current affairs with United States History content.

Other suggested activities include:

1. Make use of a historical calendar. Students should watch the newspaper each day for news items directly related to United States History. These items might include the death of a veteran of the Spanish-American War, the launching of a Navy vessel named after a person or incident in the nation's past, articles concerning happenings in United States History. Such items should be clipped and brought to class. With a minimum of discussion, the most significant story of each day should be selected and posted on the calendar. At the end of each week, the week's most important story, in the sense of history, should be designated on the calendar with a star or other obvious marking. At the end of each month, the month's most important news report should be determined and marked.
2. News pictures relating to historical events should be placed on the bulletin board.
3. Biographical articles on leaders in United States History and of present day events should be sought, posted and eventually filed for handy reference during review periods.

Obituary columns will provide valuable background information about important persons in our communities and and in the nation.

4. Students should be encouraged to watch for articles relating to the United States Constitution, such as court decisions, and these should be brought to class. Such articles will demonstrate the Constitution as a living document.

5. During election campaigns, students should bring in clippings of speeches by candidates and articles which outline party platforms and which discuss important issues. These will provide opportunities to compare actions by political parties with those of earlier days.

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The primary goal in using the newspaper in teaching United States Government is to build, through habitual newspaper reading, a realistic understanding of problems in American life. The newspaper helps develop concepts of what government is because it is in newspapers that the endeavors of man and his government are recorded.

The purpose of this section is to:

1. Initiate a newspaper-reading habit.
2. Expand textbook material by showing government in action.
3. Provide reinforcement of learning after students have been graduated.
4. Better prepare students to carry on the ideals and maintain the institutions of this country.
5. Make students aware of their membership in all levels of the world community -- local, state, national and international.

Three questions will help set the stage for interesting and profitable use of the newspaper in a class in United States Government:

1. What is happening in today's world? The answer will be found by reading the newspaper. The newspaper is the mirror of the world. What happens is recorded there -- the big stories and the little ones; the important and the not so important.

2. What is the United States today? The answer will be found in articles concerning places in the news, names in the news, incidents in the news.

3. What is government in action? Perhaps this can best be understood by selecting newspaper stories to be read by the class that show how:

   A. Citizens, through their votes, select the leaders of their government.

   B. Government gives pattern to society.

   C. Institutions help set the pace for certain actions of government.

This is an ideal place to explain the unofficial but vital role newspapers play in the government process. Help students understand the role of the newspaper as the communicator, the translator (of difficult and involved government jargon) and the interpreter of what government action means. The following statement by Thomas Jefferson might be read here to good effect:

> "Were it left to me to decide whether we should have governments without newspapers or newspapers without government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."

Here are suggestions for continuous use of the newspaper in United States Government:

1. Devote one day each week to current events.
    A. Keep the newspaper in the classroom.
    B. Make weekly current event session varied and interesting. Don't settle for simply reading news stories. Discuss them.
2. Try to save the last 5 or 10 minutes of daily class time to cover pertinent daily news and to conduct news bulletin board activity.
3. Maintain a bulletin board for current events. Set up committees to handle areas of news, such as:
    A. Senate.
    B. House.
    C. White House.
    D. State Legislature.
    E. Outer Space.
    F. Pentagon.
    G. State Department.
4. Make a class scrapbook of newspaper clippings illustrating textbook studies.
5. Current events should be included on tests.
6. Follow a United States Government-related news story for two weeks. Have students write a one-page summary of information gathered.

7. Compare articles written by several columnists about the same important news event.

The newspaper fits naturally into the teaching of world history. The content of history is man's own story, and that is the content of the newspaper, too.

Use of your newspaper in a world history course cannot be over-emphasized. Because world happenings occur without regard to prescribed courses of study, World History teachers should be careful to review current events regularly and not hesitate to break away from a lesson plan to cover significant events as they happen.

Usually, a parallel can be drawn between the topic being studied and the current event.

Students should be encouraged to learn the background of columnists or foreign correspondents whose stories appear regularly in their newspaper. If the students know that certain writers have received awards or other recognition, they will feel more confidence in reports written by these journalists.

By making liberal use of the daily newspaper, the study of World History can be more interesting, and it can become living history. These suggestions will help:

1. Select a group of students to become news experts. They would be responsible for particular topics, and these would be followed up and would be presented on an assigned date. News areas could include:

A. Continents.

B. Nations in the news.

C. Tension Spots.

D. World Leaders.

2. Man in the news. Assign students to collect biographical sketches and information on world figures. This information would be placed in a scrapbook or filed for later classroom use as reference material.

3. Have students prepare a newspaper of their own in which they give an account of some major event in history. For example:

   A. Prepare a news report on developments in the French Revolution as it might be reported in modern newspapers.

   B. Write a news story covering Columbus' voyage and discovery of America.

   C. Prepare news stories relating to the impact made by historic world leaders.

4. Assign students to watch for significant statements made by important world leaders which they think might become famous quotations in years to come.

5. Assign students to bring to class newspaper cartoons relating to world history.

6. Organize a current events committee. The committee should meet weekly to study newspaper clippings and discuss news events. By use of interpretive columns written by authorities, the teacher can help students recognize the significance of events that are transpiring and also draw parallels to be found in history. The committee should report to the class on an assigned date.
7. Maintain a bulletin board. Students should clip and bring to class newspaper stories relating to topics being studied. When the material is removed from the bulletin board, it should be filed for future reference.

The goal of teaching American Government in World Affairs in secondary schools is the same one sought in teaching United States History:

To help students become well-informed citizens.

And as in the teaching of United States History, it is hoped that these citizens will understand questions of public policy and will contribute to the solution of problems by formulating a sound public opinion.

In endeavoring to work out ways of using the newspaper more effectively in American Government in World Affairs, an attempt has been made to evaluate the many ways of presenting current events.

There is a greater trend toward the use of newspapers in the classroom. This trend has definite challenges and advantages. Students and teachers must keep up with current affairs throughout the study of American Government in World Affairs.

Much of the material in the United States History, World History and Economics sections of this work is appropriate for use in the American Government in World Affairs class, and the teacher is urged to study these sections.

In addition, here are several procedures that will stimulate student participation in American Government in World Affairs through use of the newspaper:

1. Discussion of important national and international news stories as they occur.

   A. Tension spots.

   B. Elections.

C. Death of the ruler of a nation.

D. Birth of a new nation.

2. Editorial assignments as issues arise.

A. Budget debates.

B. Change in tax rates.

C. Governmental appointments.

3. Have students:

A. List important news stories in one issue of the newspaper.

B. Tell why each story is important.

C. List the stories in order of importance.

4. News stories and editorials.

A. Instruct students to bring in an editorial on a national issue. Have them write a summary in which they give their opinions.

B. Instruct students to bring in a story of national importance. Have them write their opinion of the meaning of the story.

5. People make news.

A. Make a list of the people highlighted in the front page news stories of one issue. The list should include those relating to international relations. In a class discussion, try to determine why these people are newsworthy.

B. Conduct a class discussion on the subject:

To what extent should public personalities be entitled to privacy?

Discussions in class also may take special forms, including these:

1. Brief presentations concerning an issue made by two or three students. This would be followed by an open forum.
2. The discussion of a topic or an event based upon individual assignments with information from various sources such as:
   A. News stories.
   B. Editorials.
   C. Columnists.
   D. Background features.
3. Conduct model meetings of such groups as:
   A. U. S. Senate.
   B. U. N. Assembly.
   C. European Common Market.

The study of current affairs in an American Government in World Affairs course may lead to the question of handling of controversial issues. Here are five elements to look for in handling controversial issues:

1. Is the issue suitable for study by a group of the maturity level of the class?
2. Is there enough information available so that students may draw balanced conclusions?

3. Is the topic one on which the teacher is well informed or can become sufficiently well informed to insure that it is properly presented?
4. Is the issue one of continuing significance?
5. Does the study of the issue contribute directly to the objectives of the course?

Economic literacy is vital to the survival of the American society. Yet economic literacy cannot easily be achieved today.

Since the end of World War II the economic choices facing our nation have become more and more complicated. Four main problems have arisen:

1. An increased emphasis on production has increased concern about the depletion of raw materials and the distribution of goods produced.
2. There has been a greater emphasis on the desirability of income security.
3. Attitudes have changed toward spending and savings.
4. New theories and proposals have been advanced -- and some adopted -- for the use of the government's monetary and fiscal authority to achieve economic stability.

A high degree of economic sophistication is required to make decisions in any of these areas. Yet, in the United States where we take pride in our educational system, only 65 percent of high school students graduate. Of the graduates only 58 percent go on to college. Thus, for the majority of the students, high school is the last place in which they will receive formal instruction in economics.

The newspaper is without peer in bridging the gap between the classroom and the world outside. Use of the newspaper in the classroom provides the teacher with a readily accessible supplementary tool in teaching economics, and it offers the student a source of information that can be of great value now and after he leaves school.

Before a student can intelligently understand the economic information in the newspaper he first must learn what a newspaper is. He should be informed regarding the following:

1. Types of information.
    - A. News stories -- for information.
    - B. Features -- entertainment and information.
    - C. Editorials -- opinion, argument, special pleading.
    - D. Special sections -- Women's, financial, sports.
2. Role of the newspaper in the community.
    - A. Source of information.
    - B. Guardian of the community's rights.
    - C. Champion of the community's needs.

The teacher can greatly increase the student's economic and general vocabulary by explaining and emphasizing unfamiliar words which appear in the newspaper.

Individual students or groups might concentrate on specific economic problems involving such matters as farm subsidies, tariffs, foreign trade, labor and conservation. Have them save clippings about their areas of study over a period of time and expect them to become well informed on their subject. Should there be time, the students could be encouraged to do independent research for a report to the class on the problem and on possible solutions.

Studies could be made on how the economy of the nation is affected by the activities of agencies of government. These agencies could include:

1. Bureau of Budget.
2. Interstate Commerce Commission.
3. Securities and Exchange Commission.
4. National Labor Relations Board.
5. Supreme Court.
6. Federal Reserve System.

Similar studies could be made on such nongovernmental agencies as labor unions, the steel industry and the farmers.

In the newspaper, the teacher will find opportunities to relate the function of our capitalistic system to the news items which illustrate its operation. These news items could include:

1. Dividend reports of corporations.
2. Wage increases and the resulting increase in prices.
3. How productivity changes affect prices and profits.
4. An increase or decrease in business failures as an illustration of the efficiency of the competitive system which weeds out wasteful or inefficient producers.

Students should be helped to understand that everything that happens in the country has economic repercussions. They will learn this by reading and studying newspaper articles about such varied things as:

1. Changes in tariffs and the prices of sports cars.
2. Tax increases and the price of gasoline.

3. Bad weather and the price of food.

4. Population shifts and increases in school taxes.

5. Technological inventions and increased unemployment.

All sections of the newspaper will provide stories that could be utilized in a study of economics. The following list will illustrate the versatility of the newspaper:

1. News Section.

A. Reports on governmental activities.

1. Students on special projects could use the items for class discussion.

2. Discuss with the class the effect the activity might have on the economy.

3. Study and analyze charts, maps and graphs.

4. Clarify new words or phrases.

B. Activities of foreign governments and companies.

1. Study effects on U.S. economy.

2. Have some students specialize in activities of the European Common Market and the General Agreement of Tariffs and Trade.

3. Study effects on international trade and investment opportunities.

C. Cultural and social movements with economic implications.

1. Help students analyze economic forces which contributed to these movements.

2. Study interpretive articles and columns about the movements. Could further developments be accelerated by future economic decisions?

2. Editorial Page.

A. Study facts given by the editor to justify his editorial position on economic problems.

B. Compare differing editorials on economic subjects.

C. Analyze cartoons related to economics.

D. Study Letters to the Editor columns for public reaction. Have students write sample letters.

3. Women's Section.

A. Study the impact of drastic fashion change on the garment industry as an example of competition in free market.

B. Announcements concerning new household products can be related to market price or company's stock.

C. Teen-age fashions and fads can be related to the influence of specific buying groups on the

market. This study might be a revelation to some students who do not realize to what degree they are influenced by advertising.

4. Classified Advertising.

   A. A check of help wanted columns can disclose what fields need employes.

   B. Job wanted ads can provide material for a study of unemployment patterns in the community.

5. Sports Section.

   A. News stories about sales and trades of professional ball players and the salaries they receive can be used to illustrate the incentive and reward system of capitalism.

   B. Stories on new sports arenas and stadiums can illustrate the importance of financing and other activities in sports.

6. Financial Section.

   A. Announcements of company reorganizations, mergers, proxy fights and stock splits can be used to illustrate the operations of corporations.

   B. Market averages should be explained and studied for market trends.

   C. The functions of the stock market and the stock and bond reports in the newspaper should be explained.

D. Individual students or groups can "buy" stocks, making a daily graph of price fluctuations and volume traded. Students can learn how stock yield is figured.

E. Announcements of stock sales by investment banking firms can be used in a discussion of how new issues are placed on the market.

F. Students should learn the difference between stocks and bonds including why a person or firm might prefer one to the other. They should understand the difference between how bonds are bought and sold and how stocks are traded.

G. Labor news and its impact on business should be studied. Questions on government regulation anti monopoly laws, minimum wage laws, and open shop and right-to-work laws can be developed.

H. Changes in laws covering proprietorships, partnerships, corporations, monopolies, profit taxes, depletion and depreciation allowances should be noted.

I. New inventions and techniques, awarding of government contracts, public improvement projects can be studied for their economic impact.

J. Announcements from foreign countries can provide a basis for studying foreign trade, investment opportunities, and expropriation of foreign holdings. Implications of rising levels of expectations in underdeveloped areas of the world can be noted and studied.

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The newspaper is without peer in demonstrating the importance of standard grammar, spelling, vocabulary and usage in the living language. Thus, the English teacher has available an effective classroom tool which can be used without adding to the teaching load.

The newspaper can be used effectively in teaching skills in each of the communication areas -- reading, writing, listening and speaking. At the same time all of these areas may be enriched by using current information from the newspaper as a teaching base.

There are four goals for the student in the use of the newspaper in an English course:

1. To develop open mindedness and critical thinking.
2. To broaden the interest of the student in the world around him.
3. To improve written and oral communication.
4. To understand literature through interpretation.

This chapter offers methods of varying the content and format of assignments to arouse student interest and to explain the vital contribution the newspaper has to make in disseminating knowledge in clear, concise and correct English.

Techniques of using the newspaper should not be confined to a certain period of time. They should be a continuing process, whittled down or expanded according to demands on the teacher's time.

One technique, for example, involves students writing brief reports based on features, editorials or columns found in the newspaper. This does two things for the student:

1. It helps improve written composition.
2. It makes the student aware that there are different attitudes and points of view.

There are many other techniques involving written and oral procedures. Some of the oral projects include:

1. Interesting reports based on newspaper features relating to:
    A. Health and hygiene.
    B. Problems of youth.
    C. Travel.
    D. Menus and recipes.
    E. Fashions.
    F. Sports events, sports oddities.
2. Reports on newspaper reviews of:
    A. Plays.
    B. Radio programs.
    C. Television programs.
    D. Concerts.
    E. Books.

    Students should be encouraged to tell whether they agree with the reviewer, and why.

3. Classified advertising discussions, such as:

   A. A brief, serious talk on the values of Classified Advertising.

   B. Two students discuss the merits of a car offered for sale.

   C. A job interview, with one student acting as the applicant, and another as the prospective employer, based on the content of an ad.

   D. List new words found in classified ads and look up their meanings.

4. Reports on editorial page topics, including:

   A. Digest of an editorial, with the student telling why he agrees or disagrees.

   B. An editorial and a news story on the same subject. The student should explain the difference.

   C. Use of simple, compound and complex sentences in editorials.

   D. Resume of a background article on the editorial page.

   E. New words found on the editorial page. Give definitions and examples of other usage.

Here are some suggestions for student assignments for written work based on the content of the newspaper:

1. Classified Advertising.

   A. Answer a "Help Wanted" ad, giving essential information in a few words.

   B. List new words found in classified advertising; define and show how to use them in sentences.

   C. Report on "How Classified Ads Reflect Employment Trends."

2. Display Advertising.

   A. Brief description of methods used by advertisers to appeal to buyers.

   B. List several words which in the student's opinion have the greatest appeal in advertising.

   C. Write a letter ordering an item offered for sale.

3. Editorial Page.

   A. Write an editorial for your school paper on a current school topic -- homework, band uniforms, cheer leaders, etc.

   B. List, define and show usage of new words found on editorial page.

   C. Underline phrases, clauses and parts of sentence in an editorial and identify them.

   D. Write an outline for an editorial cartoon idea.

4. Vocabulary Development.

   A. List and define new words found in news stories and features.

B. List examples of hyperbole, simile, metaphor, alliteration found in articles.

C. Find these samples of opening sentences for news stories:

1. Noun -- One person was killed . . .
2. Prepositional phrase -- With another school year about to end . . .
3. Startling statement -- Everybody calls her Honey . . .
4. Quotation -- "I didn't do it!"
5. Temporal -- When a girl's 20 . . .
6. Participle -- Nearly 41 percent of the nation's highway system . . .

D. Analyze news stories to find the answers to the questions who, what, when, where, why or how.

Many students in Business English classes will end their formal education in high school.

Through use of the newspaper the English teacher can make the class more than one last exposure to grammar and composition. She can open up the entire field of English in action in business communication.

Here are several avenues the teacher can follow:

1. Students should be encouraged to read the financial sections of the newspaper. This will develop an understanding of the language of business. Newspaper articles with unfamiliar words and terms should be brought to class for discussion. One member of the class should keep a list of these new words and terms. These could be used in a quiz, or in a "spelldown" calling for definitions as well as spelling.
2. Students should be asked to make oral reports, one or two minutes in length, on stories of business events covered in the newspaper. This will aid in developing a facility in language and speaking. Business editorials should be included.
3. Students should be encouraged to keep a scrapbook or notebook of business events with unfamiliar terms underlined and defined.

4. Business cartoons and charts found in the newspaper should be discussed in class. Graphs and charts will aid in understanding business trends.
5. Each month the class should discuss and vote for the most important financial event of the month. Through the discussion process students will learn to evaluate financial events.
6. Students should be urged to read and discuss letters to the editor. In this way they will learn of the opportunity for free expressions of opinion. This could provide the motivation to writing a letter to one's representative or senator as an expression of the democratic process.
7. Because advertising in the newspaper plays a vital part in the success of a business concern, the class should be encouraged to read and discuss the advertisements. This can lead to discussions of integrity in advertising, advertising copywriting, advertising appeals and the various types of ads such as promotional, institutional, service and political. Students should be asked to clip and bring to class examples of the various types.
8. The same questions answered in the lead of a news story -- who, what, where, when (sometimes why and how) -- are answered in ads. Have students check ads and identify these four Ws.

9. Conduct a discussion on the appeal of advertising. How does advertising appeal to such human needs as emotional security? Peer status? Creative outlets? Encourage students to tell how certain ads appeal to them.

10. Let students select a product and offer it for sale through use of classified, retail (local) or national advertising. Advertising copy should be written and a layout submitted. Have the class examine one another's ads for strengths and weaknesses.

Newspapers present such a wide variety of topics that students of all ranges of ability find in them areas of interest.

The more advanced students find in the newspaper motivation for enrichment reading. Editorials, columnists and interpretive stories frequently offer these students the challenge they need to step beyond a textbook presentation. Slower students frequently find the simple, straightforward presentation of the day's news an approach to learning that seems just made for them.

Both groups -- and all the gradations in between -- soon learn that newspaper writing is some of the finest writing being done. If the purpose of writing is to be understood by the reader -- and understood easily -- the newspaper journalist is the peer of the best of writers in any medium whatsoever.

Thus, through critical and intelligent reading of the newspaper, every student will develop into a better informed and more responsible citizen.

To develop critical and intelligent readers the teacher should encourage students to try to determine the following about newspaper articles:

1. What are the sources of information used in the story?
2. What is the writer's background?
3. On what facts does he draw his conclusions?

Analysis of the articles on the editorial page, especially if one can find columns on the same subject by different writers, will aid in the development of critical thinking.

News is divided into three major classifications:

1. The advance story. This tells us that something is scheduled to happen: Congress is scheduled to open tomorrow.
2. The spot news story. This tells us that something did happen.
3. The feature story. This may or may not have a significant time element: When Congress opens next month it will be faced with one of the heaviest work loads in recent years.

Students must learn what news is.

News is a story, picture or cartoon that interests the newspaper's readers. It might prove interesting because of some of the following:

1. Magnitude -- A natural disaster such as a flood, storm or earthquake with a heavy loss of life would be a top news story.
2. Timeliness -- Tomorrow is the last day to file your income tax return! A couple of months ago this didn't seem so important. Time made the difference.
3. Prominence -- Events and actions involving prominent persons are always of interest; the more prominent the person the greater the interest.
4. Location -- Readers are interested in things that happen in areas in which they are interested. A fire in your

downtown business district is of greater interest than a fire in the business district of a neighboring city.

5. Human Interest -- A story about a teacher retiring after 40 years of teaching, or a resident celebrating a 100-year birthday may not have the timeliness or the magnitude of a major news story but they attract many readers. Advice columns, food news and household hints come in this category.

Newspaper stories do four things:

1. Inform.
2. Entertain.
3. Advise.
4. Help.

Have students bring in examples of stories and articles fulfilling these four aims of a newspaper.

Students should study the newspaper's sense of integrity, accuracy, responsibility and leadership. As an aid to this study students might look for answers to the following:

1. Are the opinions confined to the editorial page?
2. Are news stories dispassionate and free from opinion?
3. Do the stories agree with the headlines?
4. Is important news treated completely and impartially?
5. Are both sides of a controversial event or issue covered?

Using the five questions as criteria, the teacher can lead students in a discussion of the responsibilities of a newspaper editor in the editing, selecting and displaying of the news. Good editors have a high sense of responsibility to the public. The editor must make his choice of what to print in line with the space available, good taste, the public's right to know and the laws on libel and the right to privacy.

Readers who disagree with opinions stated in news stories sometimes say that newspapers are not accurate in reporting facts. Complete accuracy is always difficult to achieve because so few people really know the facts -- and fewer still agree upon them. Help students understand that it is the newspaper's job to report what <u>others</u> say. Make it quite clear that it is not the place of the newspaper itself to say these things are facts.

The column inches in a newspaper can be measured to find out the percentage of space devoted to local, state, national and international news. The space allotted to general news, features, editorials, science, education, business, religious news, sports, entertainment, obituaries, classified advertising and other kinds of advertising can be determined. This will give some idea of the newspaper's philosophy of news presentation.

Since revenue from subscriptions and newsstand sales covers only a small part of the cost of publishing a newspaper, the classified and display ads are the key to the financial success of the enterprise. And from the reader's viewpoint, the ads provide a much-needed service. Through advertising in the newspaper the reader can readily find the articles or services he wants.

Newspapers must please their readers in order to successfully continue in business. Through frequent readership surveys publishers try to find what stories, advertising and pictures attract the most interest. Trained interviewers ask subscribers about every story, ad and picture in the newspaper. This information is used to make the newspaper better and more interesting to read.

The newspaper contains much more information than the average person has time to read or would care to read each day. A check of the index helps readers locate articles of special interest.

The headlines and subheads of a news story will help one get a quick view of what is happening in the world. If more information is desired on a particular story, the lead paragraph can be read. Newspapermen try to tell the important facts of the story -- who, what, when, where and sometimes why and how -- near the beginning of the story.

Assign students to bring in leads and headlines to show how the important facts are contained in the head and the first paragraph of the story.

Reading headlines and leads will suffice for some stories, but such a quick method of reading is not sufficient for all of the news. To be really informed, students should be encouraged to read more deeply into stories in all categories, especially the general news category and its divisions -- local, state, national and international. Some stories must be read to the end to get the background and details necessary to understand the subject matter. Even then the reader may want to go to the editorial page for the editor's interpretation and comment on the news.

One of the most enjoyable kinds of reading in the newspaper is the feature story. Unlike the news story with its emphasis on the five Ws, it uses short-story techniques to pique the curiosity, stimulate the imagination and create suspense. It may entertain by treating the subject matter in a light, humorous manner. Such stories frequently are gold mines of information about some interesting subject.

Reading skill is so important that it would be difficult to overevaluate its importance to a career in any field.

Ability to read well has become so important in the business world today that many busy executives take time out to study how to improve their reading skills.

Almost anyone can improve his reading efficiency. Some persons feel that quick readers cannot be attentive. Investigation in reading schools shows that rapid reading tends to be effective reading. The really successful readers are the ones who move at a fast pace.

Your newspaper and a watch are ideal companions to use to improve reading skills. By using a watch with a second hand one can test his reading speed. Take a one-column story in the newspaper about 8 inches long. Time yourself as you read it through. If you can do it in 40 seconds or less, you would rate as a very rapid reader. From 40 to 50 seconds is rapid, 50 to 60 average and more than 60 slow.

Many slow readers may be saying the words out loud to themselves or reading the words one at a time. Try having one student watch another for lip movements while he is reading.

Through the use of "skimming" one can improve his reading ability by himself. Skimming does not mean "skipping." It means reading briskly, slowing down only when you see something you want to absorb more fully. Of course one will want to read editorials, important speeches and other significant material slowly enough to follow the idea and logic.

Skimming is efficient reading. It means training one's eyes to run quickly down the column and over the page, pausing only when he comes to those items that interest him most.

Students can be trained to run their eyes down the center of the newspaper column, thereby picking up most of the meaning. Draw two lines of some contrasting color down the newspaper column so that it is divided into three parts with the center strip a little wider than the outside two. Then instruct students to keep their eyes between the vertical lines. The natural lateral overflow of vision will give them the sense of the stories. By practicing with this method, one's ability to skim will improve greatly.

By using the newspaper, students can develop skill in reading for specific content. Pre-select 10 items, such as an ad, headline, sports story, editorial, cartoon, etc. List them on the board but hide them from the students' view. Expose the list for three minutes. Then instruct the students to take their newspapers, find and circle as many of the 10 items as possible. This activity could be continued for several days. The students should keep a record of their progress.

As an aid to better oral reading, students can be asked to edit a newspaper for a five-minute news summary. The summaries can be read

into a tape recorder and then played back to the class. The reports can be evaluated by the students in terms of objectivity, clarity, interest and delivery.